DOCUMENT RESUME

ED 234 669 HE 016 566

AUTHOR Pollard, Merriette
TITLE Retention of Minority Students: A Model Program Utilizing Creative Untapped Resources.
PUB DATE [82]
NOTE 34p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; Change Strategies; *College Students; Dropout Prevention; Helping Relationship; Higher Education; *Minority Groups; Needs Assessment; *Program Development; Program Evaluation; Questionnaires; *School Holding Power; *Social Support Groups; Student College Relationship; Student Needs

ABSTRACT

The design and features of a model minority retention program are discussed. Components of successful retention programs include: commitment to attract and retain minority students, ongoing sessions to sensitize the campus community to minority students, academic involvement, tenured minority faculty and staff, support services, and minority student organizations and cultural events. Steps in the design of a minority retention program are as follows: assessing students' needs and the university system; analyzing the data and using the system analysis information to establish a minority advisory committee; communicating survey results to all levels of the college community; developing recommendations for retention in coordination with the minority advisory committee; developing action plans; monitoring the implementation of the action plans; and program evaluation. It is suggested that action plans include the following: the name of implementors, a goal statement, time line, and measurable objectives. Six creative and inexpensive programs to promote retention are described that involve nontraditional counseling of minority students, a roommate program, a community support program, minority church support, Spanish-speaking support group, and staff/student activities. Appendices include a minority retention questionnaire. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Merriette Pollard
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED234669

RETENTION OF MINORITY STUDENTS: A MODEL PROGRAM UTILIZING CREATIVE UNTAPPED RESOURCES

Merriette Pollard
Staff Program Associate
Grambling State University

The purpose of this paper is to: (a) discuss the components of a model minority retention program, (b) outline and discuss the steps to use in designing a campus-wide retention program and (c) to cite examples of creative successful retention programming utilizing untapped resources. While employed as the Director of Minority Retention and Program Development for a private four-year predominantly white Liberal Arts college, the author of this paper had the opportunity to design and begin implementation of retention program. The material presented here is a product of the writer's experience with the program, her research, and review of retention literature.

Successful retention programs should have the following components: (a) commitment to attract and retain minority students, (b) on-going sessions to sensitize campus community to minority students, (c) academic involvement, (d) minority faculty, staff, and administrators in tenure track positions, (e) support services and (f) minority student organizations and cultural events. (See Appendix)

The first component, commitment to attract and retain minority students involves faculty, staff and administrators. For successful programs, all areas of the univeristy must be committed to the retention idea and involved in formulating and implementing the retention plans. Marvin Peterson's work, Black Student on White Campuses, strongly supports this view. Peterson found that: (1) retention programs which planned for minority students before admitting them, and (2) programs that involved faculty, staff and students in the decision to recruit and retain their minority population were more successful than other programs.[1]

Commitment should also be evident in the college's goals, mission statement and planning documents. Of course the commitment component will not be achieved by all members of the forementioned groups. However, for success, it is imperative that there be a commitment or potential for commitment from representatives of each group, especially the chief administrative officer.

Commitment is also related to the component sensitivity to minority students and racism. This component if not present, can be achieved through "on-going" human relations training for all members of the college community. Judy Katz's material in White Awareness Handbook for Anti-Racism Training has some excellent practical material for use with faculty and students. Human Relations sessions should begin as non-threating as possible and start at the level the institution is on. Sessions should be held for faculty, staff (support and professional), students (especially student leaders) and top administrators. Caution should be used in making decisions, not to involve top administrators. Explosive situations develop when facutly, staff and students are more sensitive than the administrative leadership. For example, in the particular institution where I was employed, some faculty after participating in the Human Relations sessions wanted to pressure the Academic Dean to hire minority faculty. The Dean however, though sensitized to a degree, was not ready to establish a special minority faculty recruitment committee. Thus there were faculty who were "quite hostile" to her lack of movement in this area.

Two major topics that should be included in Human Relations sessions are: Institutional Racism and Individual Racism. These two kinds of racism greatly impact upon the success or lack of success of retention programs.

Racism In American Education, A Model for Change by Sedlacek and Brooks is a good resource to use in providing others with a basic understanding of Racism. (Individual, Institutional and Cultural). This resource also contains a model for eliminating Racism that is especially appropriate for predominantly white settings.

In attempting to sensitizing one's Institution to Minority Students, one should share information and research on the feelings of minority students at predominantly white universities. From my Needs Assesment and Retention research and work with minority students, over half of them reported they felt they were recruited to fill admission quotas, or for federal funds. In addition, many felt not wanted at the college.[2] They reported feelings of isolation, loneliness, depression, fear of failure, and ambivalence over their purpose for attending the institution.[3] These findings are consistent with research done in 1977 by Educational Testing Service, and work published by the National Advisory Committee on Black Higher Education and Black Colleges and Universities (purpose of the Advisory Committee's work was to assist White Institutions in addressing admission and retention problems of Blacks).[4]

Educational Testing Service (ETS), in the study mentioned above, found that minority students at white universities reported the following attitudes and feelings:

1. Feeling unentitled to college. Minority students often report this feeling on attitude surveys, and faculty members concur. They feel uncomfortable with nonminority students and faculty members because they are made to feel inferior, unrespected, and different.
2. Loneliness and isolation. Many students feel a pervasive stress stemming from insufficient opportunity to relate to other minority group members on white-dominated campuses.

3. Unrealistic goals. Minority students' aspirations and career goals are either unrealistically high or unrealistically low.

4. Fear of performance evaluation. Arriving on campus with a long record of poor performance on nationally normed tests, school grades, and other measures, minority students fear failure and adopt avoidance behaviors rather than the achievement-oriented actions that are essential to success on the college campus.

5. Alienation from the dominant culture and style. For most minority students, college environments contain unfamiliar manifestations of racism.

6. Attribution of control to external rather than internal sources. Minority students feel that they have little control over events in their lives but must simply respond to outside forces.

The ETS further described four strategies adapted by minority students attempting to cope with the stress of being a minority in a predominately white environment. The ETS research presented below connects the adoption of a strategy with income levels and racial mixture of high schools. —The writer's experience supports the basic description of the strategies, however it does not support the use of income as a variable. In using the strategy information for the purpose of this paper, I have included a description of the strategies, and eliminated the income information. The information in the parentheses are additional comments which I have added to the descriptions of the strategies. (See Appendix) The strategies are as follows:

1. Withdrawal. This kind of adaptation is expressed by apathy, depression, and feelings of hopelessness. (These students may not go to class or seek support services, or become involved in minority activities or any campus events).

2. Separation. Characterized by anger, hostility, frequent interpersonal conflict, and rejection of white culture. (Displayed mostly by students that have not had any significant previous experience with whites. The minority students themselves).

3. Assimilation. This type of adaptation is shown by the constant need for approval and acceptance, conformity, high achievement, sensitivity to ethnic cues, and a strong sense of inadequacy. (It was chosen most frequently by middle-class blacks from predominately white high schools).

4. Affirmation. This adaptation is characterized by strong self-acceptance, positive ethnic identification, and high motivation to achieve. (Students that adopt this stragety are most likely to succeed than others).

Academic involvement is another retention component. For the purpose of this paper, academic involvement is defined as having the mechanisms necessary to institute changes in the adac mic curriculum. Universities desiring to retain minority students should have a curriculum that includes minority content within the courses and not as an appendage. The curriculum is a statement to minority students of the college's desire to attract and retain minorities. Not to include the content represents a "real lack of commitment to attract and retain minorities, and represents a miseducation of the majority population.

It is suggested that inclusion of minority content be done in departmental workshops utilizing individuals as consultants who are knowledgeable on the topic. Establishing visiting professor programs with minority institutions is another way to learn how to include minority content. Also it would provide an opportunity for non-minority faculty: To "experience" a minority environment, to exchange ideas and to receive useful resources to use in designing courses that include minority content. Academic Deans often complain that they do not have the resources or know how to add minority content, but they seldom seek the assistance of institutions that have historically included this content as part of their heritage.

Current and past research underscore the importance of the next component: Minority faculty, staff and administrators in tenure track positions of authority. Students need role models of achievement with whom they can identify. The lack of minority role models has been identified by minority students and faculty in retention research as a major retention barrier.[5]

The fifth component of a minority retention program is support services. Most colleges have support services, however these services do not respond to the needs of minority students who may need them. Please note, all minority students do not need support services of a remedial nature and should not be pushed into taking them. For students who do not need them, personnel often do not know how to attract these students to their services. Because of this, services should be staffed with individuals who are familiar with the student's cultural background and sensitive to working with them. (The National Advisory Committee On Black Higher Education 1980).[6]

The following are listed as support services:

(a) Special Orientation which is aimed at helping students feel they are a part of the university; helping students adjust to being a minority in a predominately white environment; helping students learn to negotiate the university system and helping them understand and recognize the kinds of racism.

(b) Outreach counseling by minority personnel and peers. Hattenschwiller 1971, Vontress 1968, both wrote about the need to employ aggressive counseling techniques to counteract the minority students initial mistrust, apathy, or hostility.[7] Ernest Woods Jr. developed an excellent model program for counseling minority students utilizing a wide range of approaches.[8] In addition, anyone involved in counseling, or working with minority students should read the Bradley Stewart article, in the Journal of Non-White Concerns, 82' in which discusses self concept and personality development in minority students.[9]

(c) Financial assistance that provides a balance between loans, grants, and scholarships, if possible.

(d) Non-traditional outreach college supported tutorial programs. (Peer programs tend to work well with academically disadvantaged students).

(e) Supportive off campus environment. The University must articulate it's desire to retain minority students to the community, and in cases of a hostile community, plans should be made to sensitize the community if students are to have daily contact with them. Establishing a minority Advisory Board from the community is an example of one way to begin sensitizing the community.

The last component, or part of a minority program is the establishment of minority organizations and cultural events. The Advisory Committee on Blacks In Higher Education, when making recommendations to assist predominately white universities in addressing admission and retention problems of Blacks, wrote:

> "Universities should encourage, not discourage, Black student awareness of their heritage in all of its positive aspects. Black students need their own organizations and cultural activities as important means to deal with hostile environments and ensure the development of healthy activities toward themselves and other Black people."

Even though the above quote uses the term "Black" the rationale is the same for all minority groups. The presence of minority organizations and activities does not prevent the university from establishing minority events/activities as part of the regular programming.

In establishing minority organizations university personnel should be cognizant of the following:

(a) All minority students are not homogeneous, thus one hundred percent participation is not necessary for the organization to be considered viable.

(b) Considering the above fact, pressure should not be placed on all minority students to belong to such orgainzations.

(c) Minority students themeslves will pressure each other which will result in many interspersonal conflicts. Thus, it is the role of the organization's advisor to assist minority students in developing respect and tolerance for the differences and similarities that exist among them.

Perhaps sharing some data from a Needs Assessment survey administered to minority students by the writer will provide an understanding of the varied backgrounds even a small sample of minority black students may bring to a college. The following data is for the black population only, even though the survey was administered to foreign students also.

Of the thirty-three campus blacks that matriculated at the institution where the writer was employed, 52 percent went to predominately white high schools, and 40 percent of that 52 percent were middle class and had little experience with other black students; for 35 percent of the total black population, this was their first experience in a white environment; and 52 percent of the blacks population's income was below the poverty index. Given this mixture, a lot of time was spent in developing Self-Awareness seminars and Interpersonal Skills Workshops.

In summary of this section of the paper, the writer presented a discussion of the components or features that should exist for successful retention of minority students. The next section will discuss the steps to use in designing a program.

The first step is that of assessment. One must assess: students' needs; their perception of factors that cause them to remain or leave the institution; the colleges' perception of these factors; and the university system.

In making an assessment, one should develop "in-house" surveys that are designed to fit the features of one's college and the population surveyed. The use of data to support the development of a retention plan is very important. The data provides the bases for program planning.

Tracey and Sedlacek categorized research done on retention as utilizing three approaches:

(1) predicting college success by correlating traditional variables (high school rank, SAT scores etc) with freshman grades.
(2) understanding the characteristics associated with those who do well in school, and how they differ from those who do not.
(3) studying how students can be aided using program evaluation and continued enrollment.[10]

In attempting to collect data to design a retention program, the writer developed an in-house survey utilizing a combination of approaches, two and three. A sample copy of the survey is included in the Appendix.

Along with collecting data on the students, one must make an assessment of the university's system. The following questions should be considered: (a) does the university have the capacity to change; (b) who has the "real" power; (c) are the sources of power committed to retention, if not, are there enough committed people with access to the power source; (d) what are the system's rules, norms, goals, roles, values etc; and (e) who is the object of change?

Question e, who is the object of change, is very important in universities where one person is employed and given the responsibility for minority retention. That individual becomes a change agent trying to product planned change in a system that will result in maintaining the minority population. Producing change becomes very hard when the individual(s) who has the responsibility for indirectly or directly hiring a change agent, is the object of change.

After making an assessment of the system and collecting retention data, one moves to Step II. This step involves making an analysis of the data with the assistance, if necessary, of the research office, or some other campus group. It is suggested that the system analysis information be used to establish in this phase, a Minority Advisory Committee composed of supportive individuals and a few in need of change.

Step III, Communication, involves communication of survey results to all levels of the college community. Individuals will help with programs when they are aware of the need for the program and when provided data to support the needs. The retention survey serves both of these functions. Based on the analysis, Step IV, Recommendations for Retention, should then be developed. If one has a Minority Advisory Committee, it is suggested that this body review the recommendations before submitting them to the individual areas.

An example of a recommendation based on the retention survey results, is as follows:

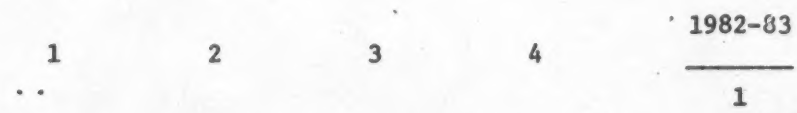
> On the Retention survey, 70% of the minority students rated social activities as poor, therefore it is recommended that student activities evaluate its services to and for minority students and based on the results, develope a plan that would facilitate minority representation and participation in:
>
> (a) the student activities planning committee
>
> (b) the activities of the student body and
>
> (c) the implementation of the planning committee plans

After review by the minority committee and approval by the chief academic officer, recommendations should be sent to each department involved for review, additions, deletions, and acceptance or rejection. Involving the departments, in this process, helps achieve transfer of ownership from the orginator of the recommendations to the individuals responsible for developing action plans and implementation.

Keeping in mind one's particular campus structure, and the information obtained from an analysis of the system will be important as you attempt Steps III and IV. Recommendations will need sanctioning by the top administrators in order to have the cooperation of other community personnel as you attempt Step V, Development of Action Plans and Step VI, Monitoring of Implementation of Action Plans.

Step V, is development of action plans. This is a crucial phase because it moves a system from a superficial level of commitment to actual implementation. Each recommendation should have action plans developed. The plans should contain: (a) name of the individual responsible for implementation, (b) a goal statement, (c) time line, and (d) be measurable. It is the responsibility of the orginator of the recommendations to work closely with the different areas and to give assistance when needed. An example of an action plan is as follows:

> The Administrative Council in conjunction with the budget committee will plan a strategy for the packaging of scholarship and financial aid to assist in the recruitment and retention of minority students. The strategy will be planned and put into writing by March 30 (third quarter) and implemented, by the Financial Aid Director, by June 30 (fourth quarter)



Triangles represent the quarters the plans are to be implemented. They should be filled in as each part of the plan is met.

In attempting to achieve the above step, one should expect much resistance and hostility from the superficially committed individuals. Perseverance and diplomacy will be greatly needed. Germane also, are provisions for review of each action plan to ensure that it is consistent with the intent of the original recommendation.

When developing her program, the writer secured the assistance of a campus team (faculty/staff) that had been trained under a special project to do program evaluation. The team reviewed the writer's recommendations to make sure action plans could be developed. They also reviewed the action plans for: (a) consistency with the recommendation and (b) to ensure that they contained the four features alluded to earlier. Once each area developed action plans for each recommendation they should be compilied into one document for the college to use as it's minority retention plan.

Step VI, is termed monitoring of implementation of action plans. As noted in the action plan example, each plan had the triangle (Δ) symbol which denoted the time line for implementation. Using these as guides, one can establish time lines, to use in checking the progress toward implementation. This can be done through meetings, memos, informal dialogue with the areas etc. One should be supportive while providing enough monitoring to make sure the plans are being implemented. The last step is Evaluation, Step VII. The action plans should be used as the basis for the evaluation. Action plans may span years for complete implementation but specific, yearly action plans should be developed as steps to achieving the complete implementation. The achievement of the action plan will measure the programs' success for the first initial evaluation. Thus a formative-type evaluation is recommended the first year. Each area should be asked to do their own evaluation by:

(a) stating the plans implemented.

(b) stating the plans not implemented and the reasons for lack of implementation.

(c) summary of any additional program, activities, etc., developed that contribute directly to attracting and retaining minority students.

In the following years, the evaluation should not be formative, but measure the accomplishments as well as the effectiveness of the action plans. To measure the effect of the plans, one might wish to administer a post retention survey. The writer used the "pre and post" test method to evaluate the college's retention efforts over a two year period. An outside consultant agency was used to make an analysis of the data. The report, if used properly, will assist the university in: making future plans; identifying weakness that still exist; identifying successful creative programs; and identifying areas of strength. The consulting agency concluded that: "the 1982 Minority Retention Survey showed a consistency with the 1980 survey. The rating of services were higher in 1982 suggesting that the college should maintain its present effort at decreasing minority attrition." A sample of the data from the comparative retention survey is enclosed in the appendix.

The last section of this paper will focus on a discussion of a few creative inexpensive programs that will aid in retention.

Minority Counseling Intern Program -- Graduate Student Resource

The purpose of the intern program was to provide non-traditional counseling for minority students in the dormitories in the evening and off-hours. The minority intern was supervised by the writer. (Alternative supervision could be provided by other qualified support staff or faculty). Funding was secured through a special project already in existence. However, one could offer the counseling opportunity as a "field" experience for campus students or for students from nearby universities. Using this method, a travel allowance would be the only expense.

When evaluating the program using the following scale: Very Good, Good, Satisfactory, Poor, 35 percent of the students indicated very good, 17 per cent noted good, and 17 percent noted satisfactory. Only 28 percent indicated they had not used the service. Students also gave verbal evaluations to the supervisor which also expressed the success of the program. They commented: "You hired a sensitive person who understands when you got Mike; Mike knows where I'm coming from; Mike's Black, he understands."

Roommate Program -- Student Resource

Perhaps one of the best methods for learning to respect the culture and differences that exist between races is to live within each other's culture. To simulate this kind of "experiencing the culture of another," the writer developed a roommate program. Select minority and randomly selected non-minority students were assigned rooms together. The evaluation of the program indicated that the experience helped the students better understand the individuals of the other race. (84% felt the experience helped; 16% felt it dit not). Also, out of the 42 students in the program, 33 said they would participate again. The students who formed positive relationships tended to keep those relationships after the end of the program. In addition, because of the colleges' small minority population, incoming minority freshmen were assigned a returning minority roommate. The two students communicated with each other, before the freshman entered to help ease the transition into college. Thus the program improved relationships within the minority race and among the races, plus provided a support system for minority freshmen. (A summary of the roomate evaluation information appears in the Appendix).

Community Support Program -- Community Resource

Where there is a small minority campus population and a small minority population within the surrounding campus area, minority students will face

a lot of stress from the "outside environment". Utilizing the support of the minority population within the community can provide mutual support for students and vice versa. The minority population in this particular community had developed a minority family support group through the local YWCA. This group was encouraged by the writer to adopt the campus minority organization. They invited them to an annual picnic, dinners, cultural events and their homes. As the relationship matured, the groups later expanded to joint sponsorship of cultural events, especially Black History Month activities. The off campus minority community which was composed mostly of corporate professionals, also sponsored informal student career awareness sessions at their homes. This was a very inexpensive program that utilized community resources.

Minority Church Support -- Religious Resources

Because there were no Black churches within the immediate community, in response to the students who indicated a desire for church, a supportive relationship was established with one of the Black churches in the Black community. When notified in advance, transportation, and lunch was provided by the church. In other instances, individuals from the local minority community provided transportation. The church choir and minister also participated in campus programs. An annual Christmas Gospel Concert at the campus grew out of this relationship. The church has a lot of untapped resources that could be used as a support system for minority students at predominately white universities. Please note: students did not have to join the church to participate in the activities. This program and the preceeding one helped to also sensitize the campus non-minority population.

Spanish Speaking Support Group -- Staff Resource

Utilizing the services of a Puerto Rican staff member, a support group was established for Spanish speaking students. Rap sessions, cultural events, counseling sessions and study skill seminars were part of this program. In an effort to assist Spanish speaking students who has not yet developed a command of English, study skills material was purchased in Spanish. Even though this was a Spanish speaking group, one could easily use the resources of other faculty/staff to form support groups, conduct seminars, etc.

Cell Program -- Faculty/Staff/Student Resource

Since an important retention aspect is the relationship between faculty/staff and minority students, the writer designed a program to enhance the relationship: between faculty/staff and students; between minority students; and between minority and non-minority students. Faculty/staff were asked to volunteer to serve as a group leader for a racially mixed group of 3-5 students. The group met monthly in informal off campus activities planned jointly by the faculty/staff advisor and students. Activities ranged from movies to plays; from trips to museum to attendance at a rock concert; and from dinner at the faculty/staff members' home to dinner at the pizza parlor. Students volunteered to participate in the cell program after receiving a program announcement.

This was the most successful retention program activity. All faculty but one, said the program was beneficial and recommended it be continued. Students also rated it as very good and recommended that it be continued. (See appendix for detailed evaluation)

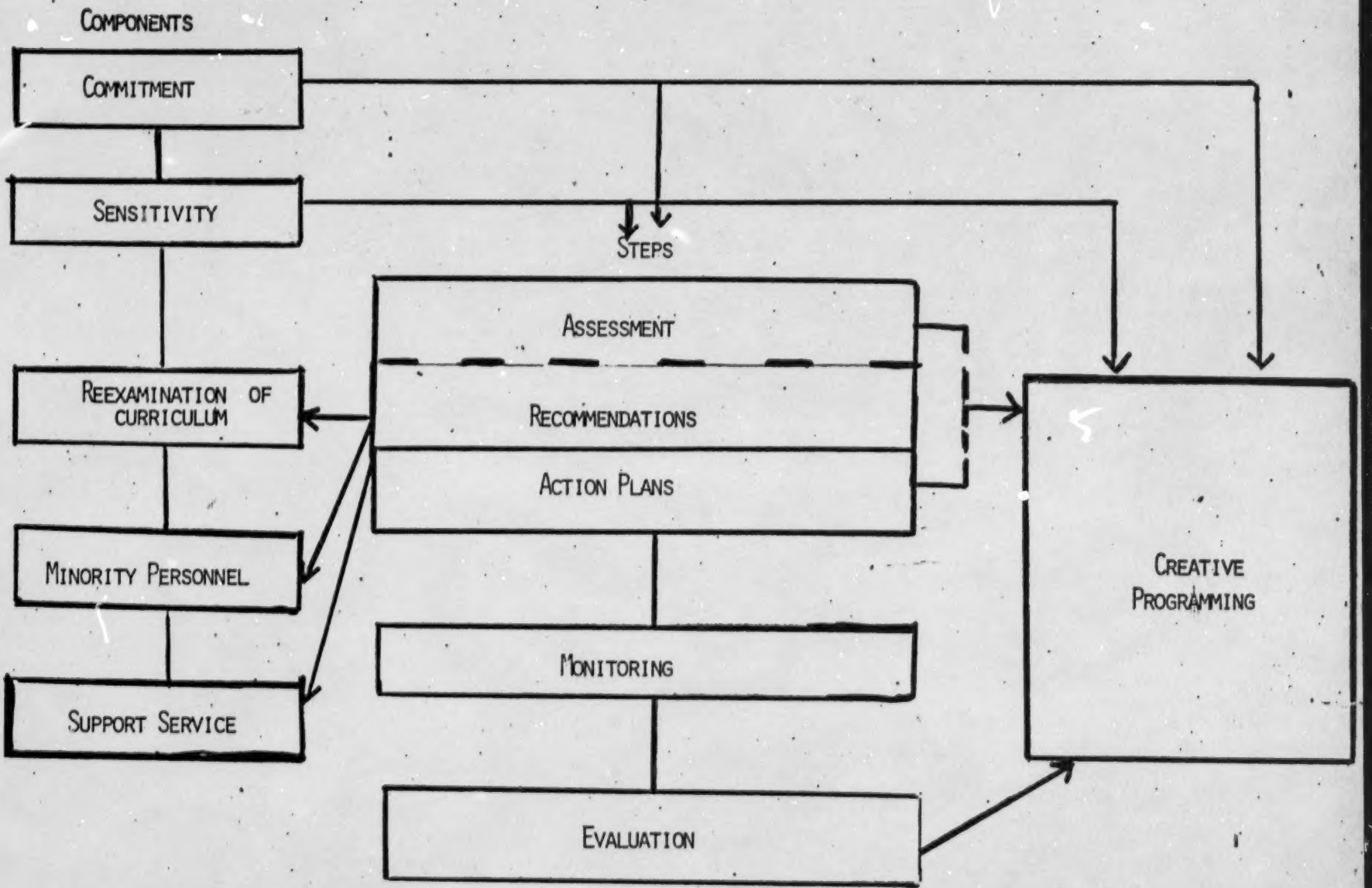
On this particular campus, the program was funded by a special grant from the college ($500) and funds from the minority budget ($300 apx.). The funds were distributed among the groups to finance group activities.

However, this program was used at another institution in which no funds were required. Faculty/staff and students attended free events, had rap sessions away from the campus, and paid themselves for events that required a fee.

The above programs are a sample of activities one might develop utilizing creative resources. The academic area can develop similar activities through bringing in resources from the minority community. Qualified community representatives could conduct curriculum workships, human relations sessions, etc. If there is no minority community then, an exchange program with a minority college could be established. It is hoped that the information presented will be useful to others as they develop minority retention programs. The writer has identified the components of a successful program, identified the steps to use in designing a retention program and shared examples of creative activities that aid in retention. (Please note the program model in the appendix) The main purpose in developing a minority retention program model based on including the Components, Retention Data, and Action plans is that one develops, as mentioned in the introduction, a comprehensive total university program and not one that just focus on a few cultural activities, and minority history courses.

APPENDIX

Model Minority Retention Program



Components of A Retention Program

I. Commitment to Attract and Retain Minority Students

   A. Involvement of: Faculty, Staff, Students and Administration

II. On-going Sessions to Sensitize Campus Community to Minority Students

III. Academic Involvement

   A. Re examination of curriculum content; Inclusion of the contributions of Minorities to America

IV. Minority Faculty, Administrators, and Staff in tenure track positions of authority

V. *Support Services

   A. Special Orientation

   B. Outreach Counseling

   C. Libral Financial aid package

   D. Non traditional outreach tutorial program

   E. Supportive community outside the university

*staffed with individuals who are familiar with the student's cultural background and sensitive in working with them.

VI. Minority Student Organizations and Cultural Events

COMPARISON OF PERCEPTIONS OF MAJOR BARRIERS TO ADMISSION AND RETENTION AND POSSIBLE REMEDIES

ISSUE	PERCENT AGREEMENT		
	Black Students	Black faculty/ administrator	White faculty/ administrator
BARRIERS TO ADMISSION:			
1. Poor secondary preparation	87	85	74
2. Indifferent recruitment	79	46	13
3. Inadequate financial aid	77	74	26
4. Hostile university	80	85	65
5. University traditionally has not welcomed Blacks	74	83	63
BARRIERS TO RETENTION:			
**1. Inadequate financial aid	88	77	31
2. Feelings of alienation of loneliness	92	96	74
3. Failure to use available counseling	55	81	60
4. Inadequate secondary school preparation	61	79	82
5. Cultural/racial identity adjustments	83	77	76
**6. Sexual/social relationships	70	59	36
REMEDIES:			
1. Improved counseling facilities	81	79	57
2. Improved remedial and tutorial programs	80	79	57
**3. Improved financial aid	88	85	42
**4. An organized program of Black cultural activities throughout the year	80	65	26
5. More Black administrative faculty and staff models	94	100	68
6. Assistance in securing part-time and summer jobs	82	79	60
7. More direct contact with professors	86	89	71
8. More systematic study by Black students	74	83	68
9. Special pre-college programs	75	70	65
**10. Greater participation in Black organizations	74	52	23
11. Greater participation in general university social and political activities	70	74	52

Steps In Retention Program Development

I. Assessment

   A. student

   B. university system

II. System Assessment and Retention Results Analysis

III. Communication of Results

IV. Development of Recommendations

V. Development of Action Plans

VI. Monitoring of Implementation of Action Plans

VII. Evaluation

SAMPLE QUESTIONS
MINORITY RETENTION SURVEY

SPECIAL NOTE: These are sample Retention Survey questions that were designed for a specific college. Sections have been eliminated for the purposes of the ACPA Retention Workshop. The presenter would not recommend using it without (a) reviewing the entire survey (b) making adjustments to fit the needs of your campus or (c) discussing the survey design with the writer.

INSTRUCTIONS: Directions are given for completing some questions on this survey, however, where there are no specific directions, please circle the correct response.

SAMPLE

1. Are you planning to graduate in May?

   A. Yes B. No

   If you are a Senior and will graduate in May then you would circle A.

SECTION I IDENTIFYING INFORMATION

1. Are you, or were you the first in your family to attend college?

   A. Yes B. No

2. What was the racial mixture of your high school?

   A. Predominantly Black
   B. Predominantly White
   C. Equal Racial Mixture
   D. Other (Please Specify)_____

3. If NOT currently enrolled, how long did you attend _____?

   A. One Term
   B. One Year
   C. Two Years
   D. Three Years
   E. Four Years
   F. More than four years

SECTION II (CHOICE OF COLLEGE AND FINANCIAL AID)

4. Was_____ your first choice?

   A. Yes B. No

5. If no, what kind of college was your first choice?

   A. Predominantly Black College (two or four year)
   B. Two Year College
   C. A vocational/technical shcool, trade school or business school
   D. Four year private college
   E. Other

11. Other Reasons for Leaving _____

A. Accepting a job

B. Entering the military

C. College experience not what I expected

D. Other responsibilities too great

E. Access to public transportation a problem

F. Cannot (or could not) work and go to school at the same time

G. Personal problems

H. Other (Please specify) _____

12. From the above list of factors (questions 7-11) select the three most important reasons you left or are thinking of leaving _____.

1. _____

2. _____

3. _____

SECTION IV (EVALUATION OF SERVICES)

Listed below are services provided by college. How would you evaluate these services. Please circle the letter of your choice.

	Very Good	Good	Satis-factory	Poor	Never Used It	Didn't Know It Was Available
13. Recreational/Social Activities	A	B	C	D	E	F
14. Academic Advising Service	A	B	C	D	E	F
15. Career Placement Service	A	B	C	D	E	F
16. Registrar's Office	A	B	C	D	E	F
17. Business Office	A	B	C	D	E	F
18. Bookstore	A	B	C	D	E	F
19. Library	A	B	C	D	E	F
20. Financial Aid	A	B	C	D	E	F
21. Housing Service	A	B	C	D	E	F
22. Project Achievement (ACT 101) Workshop	A	B	C	D	E	F
23. Project Achievement Counseling	A	B	C	D	E	F

24. Personal Counseling	A	B	C	D	E	F
25. Tutoring	A	B	C	D	E	F
26. Freshmen & Transfer Orientation	A	B	C	D	E	F
27. Making available the services you want at time you can manage	A	B	C	D	E	F
28. Interscope (Black & Foreign Student Organization)	A	B	C	D	E	F
29. Minority Counselor	A	B	C	D	E	F

30. Please select from the previousely listed services, three services that if improved, would cause you to remain or would have cause you to remain at _____.

1. _____

2. _____

3. _____

SECTION V (GOAL ACHIEVEMENT AND STRENGTHS)

31. If you could change some things at _____ what would you change?

32. What do you consider the strengths of _____?

33. Would you recommend the College to another student?

A. Yes B. No

Why? _____

_____

SECTION VI FOR STUDENTS THAT DROPPED OUT OR WITHDREW

34. Do you have plans for additional education? ___

A. No, not at this time

B. Yes, I plan to re-enroll at _____

C. Yes, I have already enrolled at another college

D. Yes, I plan to enroll at another college

35. While at _____ how many hours were you employed on work study or outside employment when classes were being held?

A. Not-Applicable

B. 1-10 hours per week

C. 11-20 hours per week

D. 21-35 hours per week

E. 36 or more hours per week

36. Did you have difficulty getting acquainted and feeling comfortable when you first came to _____?

A. Yes B. No

37. If yes, do you feel the difficulty was related to your race?

A. Yes B. No

38. If you were asked to leave _____, what were the reasons?

A. Academic Reasons

B. Disciplinary Action

C. Other (Please specify) _____

"THANKS FOR YOUR HELP"

SAMPLE DATA FROM COMPARATIVE RETENTION STUDY

Evaluation of Services

This following chart is a comparison of the Evaluation of Services for the 1980 and 1982 survey.

		Very Good	Good	Satisfactory	Poor	Never Used It	Didn't Know Available
Recreational/Social Activities	1980				70%		
	1982		12%	50%	35%	3%	
Advising Service Concerning Classes and Studies	1980			37%			
	1982	15%	36%	33%	9%	6%	
Workshop Giving Information about careers	1980			42%			
	1982	18%	46%	15%	6%	15%	
Career Placement Service	1980						
	1982	6%	27%	21%	3%	42%	
Personal Enrichment Opportunities	1980			42%	30%		
	1982	3%	10%	39%	16%	29%	3%
Registrar's Office	1980		26%	47%			
	1982	6%	41%	47%	6%		
Business Office	1980			62%			
	1982		32%	41%	23%	3%	
Bookstore	1980				56%		
	1982		47%	32%	21%		
Library	1980		45%				
	1982	18%	47%	32%	3%		
Financial Aid	1980		41%				
	1982	15%	24%	35%	21%	6%	
Housing	1980			36%			
	1982	3%	38%	38%	18%	3%	

Sample Creative Programming

Minority Counseling Intern Program - (Graduate Student Resource)

Roommate Program -- (Student Resource)

Community Support Program -- (Community Resource)

Minority Church Support -- (Religious Resources)

Spanish Speaking Support Group -- (Staff-Resource)

Cell Program -- (Faculty/Staff/Student Resource)

Minority Retention &
Program Development

EVALUATION OF ROOMMATE PROGRAM

Name_____ Racial mixture of room_____

Room Number_____ Classification_____ _____

Phone_____

Race_____ Sex_____

1. Is this your first experience living with an individual of another race?
   19 Yes 23 No
2. Did you have a friend of the same race as your roommate before coming to 22 Yes 20 No
3. How did you feel when you first learned you were living with someone from another race?
   (see attached sheets A & B)
4. Were there any problems you felt were due to your racial differences?
   10 Yes 32 No
   Identify some of the problems (be specific)
   (See attached sheet C)
5. Would dormitory sessions dealing with race relations have helped you cope better with your roommates? 2 Yes 37 No 2 maybe; 1 no response
6. As a result of your experience do you feel it helped you understand the individuals of that race better? 33 Yes 6 No 2 does not apply & 1 no response
7. Would you do it again? 33 Yes 9 No

Additional comments:

(see attached sheets D, E. F)

FOOTNOTES

[1]Marvin Peterson, Black Students on White Campuses: The Impacts of Increased Black Enrollments, (Michigan: University of Michigan, 1978).

[2]Merriette C. Pollard, "Needs Assessment Survey Report," LaRoche College, 1979 (Report of results from survey).

[3]Merriette Pollard, (Individual and group conference recordings for Needs Assessment Survey).

[4]Educational Testing Service, Coping On Campus: The Problems of Minority College Students, (New Jersey: Educational Testing Service, 1977) pp. 1-5.

The National Advisory Committee on Black Higher education and Black Colleges and Universities, Admissions and Retention Problems of Black Students at Predominately White Universities; 1980, (Obtained from Carol J. Smith, 1100 17th Street, Northwest Suite 702-6, Washington, D.C. 20036).

[5]National Advisory Committee, Admissions and Retention Problems of Black Students at Predominately White Universities.

[6]Ibid.

[7]Jewelle Gibbs, "Black Student/White University: Different Expectations," Personnel and Guidance Journal, Vol. 51 (March, 1973), p. 464.

[8]Ernest Woods Jr., "Counseling Minority Students: A Program Model, "Personnel and Guidance Journal, Vol. 55 (March, 1977), pp. 416-418.

[9]J. Bradley and Mac Stewart, "The Relationship Between Self-Concept and Personality Development in Black College Students: A Developmental Approach, "Journal of Non-White Concerns, Vol. 10 (July, 1982), pp. 114-125.

[10]T.J. Tracey and W.E. Sedlacek, "A Description and Illustration of a Model for Conduction Student Retention Research," Counseling Center Research Report #13-80, (Maryland: University of Maryland, 1980).

BIBLIOGRAPHY

American Personnel and Guidance Association. The Personnel and Guidance Journal, Vol. 55 (March, 1977).

Browne, Lee. "Developing Skills for Coping (For Minority Students at Predominately White Institutions; but Maybe for all Students)" (Unpublished report Browne: California Institute of Technology, 1201 E. California Boulevard, Pasadena, CA 91125).

Boyd, William. Desegregating America's College, New York: Praegir Publishers, 1974.

Bradley, L and Stewart, Mac. "The Relationship Between Self-Concept and Personality Development In Black College Students: A Developmental Approach," Journal of Non-White Concerns, Vol. 10 (July, 1982), 114-125.

Cross, Patricia. Beyond the Open Door, San Francisco: Jossey-Bass, 1971.

Educational Testing Service, Coping on Campus: The Problems of Minority College Students, New Jersey: Educational Testing Service, 1977.

Gibbs, Jewelle. "Black Students/White Univeristy: Different Expectations," Personnel and Guidance Journal, Vol. 51 (March, 1973), 463-468.

Hardeman, Carole. "Issues That Impact Black Students On White College Campuses," Paper presented at the Seventh Annual Conference On Blacks In Higher Education, Washington, D.C., March 25, 1982 (Dr. Hardeman may be contacted through the University of Oklahoma, Norman, Oklahoma).

Katz, Judy. White Awareness: Handbook for Anti-Racism Training, Oklahoma: University of Oklahoma Press, 1978.

Lippitt, Ronald; Watson, Heanne; and Westley, Bruce. The Dynamics of Planned Change, New York: Harcourt, Brace and World, Inc., 1958.

National Advisory Committee On Black Higher Education and Black Colleges and Universities, Admissions and Retention Problems of Black Students at Predominately White Universities, 1980. (Obtained from Carol J. Smith, 1100 17th St. Northwest Suite 702-6, Washington, D.C. 20036).

Peterson, Marvin. Black Students on White Campuses: The Impacts of Increased Black Enrollment, Michigan: University of Michigan, 1978.

Pollard, Merriette. Unpublished report from Minority Retention Survey, 1980 and Needs Assesment Survey, 1979.

Sedlacek, Williams and Tracy, T.J. "A Description and Illustration of a Model for Conduction Student Retention Research," Counseling Center Research Report #18-80 Maryland: University of Maryland, 1980.

Sedlacek, William. "Differences Among Minority Student Backgrounds and Attitudes Toward a University and It's Service." Counseling Center Research Report #18-79, Maryland: University of Maryland, 1979.

Sedlacek, William and Brooks, Gleenwood Jr., Racism in American Education: A Model for Change, Chicago: Nelson-Hall, Inc., 1976.

Sedlacek, William and Brooks, Gleenwood. "Racism and Research: Using Data to Initiate Change," Personnel and Guidance Journal, Vol. 52, (Nov. 1973), 184-188.

Thomas, Gail. Black Students in Higher Education, Connecticut: Gleenwood Press, 1981.

Woods, Ernest Jr. "Counseling Minority Students: A Program Model," Personnel and Guidance Journal, Vol. 55 (March, 1977).